

Rural and Low-Income School Program Title VI, Part B, Subpart 2

The Rural and Low-income School (RLIS) program is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. The RLIS program provides allocations to eligible districts based on average daily attendance. This technical assistance document is intended to provide an overview and should be used in conjunction with the U.S. Department of Education (USDOE) policy guidance that may be found at <http://www.ed.gov/nclb/freedom/local/reap.html>.

To be eligible to participate in the RLIS program, a district must:

1. 20 percent or more of the children age 5 to 17 served by the district are from families with incomes below the poverty line (determined by the U.S. Department of Education based on updated census data);
2. All schools served by the district have a school locale code of 6, 7, or 8 (assigned by the US Department of Education's National Center for Education Statistics); *and*
3. The district is **not** eligible to participate in the Small Rural Schools Achievement (SRSA) program.

The Rural and Low-Income School program funds may be used for any of the following:

- Teacher recruitment and retention;
- Professional development;
- Parent involvement activities;
- Activities authorized under Title I, Part A (Improving the Academic Achievement of Disadvantaged Children);
- Activities authorized under Title II, Part D (Enhancing Education Through Technology);
- Activities authorized under Title III, Part A (Language Instruction for Limited English Proficient and Immigrant Students);
- Activities authorized under Title IV, Part A (Safe and Drug-Free Schools and Communities).

The RLIS funds must be used to supplement, and not supplant, any other federal, state, or local education funds. **The FY2006-07 MUNIS Project # for RLIS is 3507. The CFDA # is 84.358B.** Based on the NCLB report released in August 2006, a district that fails to make adequate yearly progress (AYP) **must** use **all** RLIS funds to meet the requirements described in the *Accountability* section.

Accountability

Once a district has received three or more years of funding under the RLIS program, specific accountability requirements take effect. Most districts are now in their 4th year of participation in RLIS.

1. If the district has participated in the RLIS program for three or more years and has made adequate yearly progress (AYP), the district continues to have the broad flexibility available under RLIS.
2. If the district has participated in the RLIS program for three or more years and did not make AYP for two consecutive years, the district is in Title I improvement. The district must spend **all of its RLIS funds** to meet the specific requirements for improvement. If the district has schools identified for Title I improvement, the district may use the RLIS funds to meet the 20% requirement to provide transportation for public school choice and/or to support supplemental educational services for students in those schools. The RLIS funds must be used to implement the required revisions to the comprehensive district improvement plan. The plan must:
 - Incorporate scientifically based research strategies;

- Identify actions with the greatest likelihood of improving student achievement;
 - Address professional development needs of staff;
 - Include specific measurable achievement goals and targets for each subpopulation of students;
 - Address the teaching and learning needs and academic problems of low-achieving students;
 - Incorporate, as appropriate, before school, after school, during the summer and during an extension of the school year;
 - Include strategies to promote effective parental involvement in the schools served by the district.
3. If the district has participated in the RLIS program for three or more years and did not make AYP, the district is not yet in Title I improvement. The district does not have to meet the specific requirements for improvement outlined in #2. However, the district must spend **all of its RLIS funds** to address the specific weaknesses that resulted in the district's failure to make AYP. If the district has schools identified for Title I improvement, the district may use the RLIS funds to meet the 20% requirement to provide transportation for public school choice and/or to support supplemental educational services for students in those schools.
 4. If the district has only participated in the RLIS program for one or two years (is not in its 3rd year of participation), the district has flexibility in the use of funds. (See uses of funds outlined at the beginning of the document.)

The chart outlines how districts in their third year (or more) of RLIS participation must spend their 2006-07 RLIS funds based on AYP status:

District – Three (or More) Years of Participation in RLIS	
Based on the NCLB report to be released in August 2006 –	
1. District made AYP for 2006 (even if district did not make AYP for 2004 and/or 2005)	Use flexibility in spending 2006-07 RLIS funds based on uses of funds.
2. District did not make AYP for 2005 & 2006	Spend all 2006-07 RLIS funds for improvement requirements (including school choice and supplemental educational services for Title I schools identified for improvement).
3. District did make AYP for 2005 but did not make AYP for 2006	Spend all 2006-07 RLIS funds to address AYP weaknesses (including school choice and supplemental educational services for Title I schools identified for improvement).
If district has only participated in RLIS for 1 or 2 years (not in 3 rd year of participation)	Use flexibility in spending 2006-07 RLIS funds based on uses of funds.

Programs for RLIS Funds

Following are descriptions of programs for which the Rural Low-Income School program funds may be used. Kentucky Department of Education contact information follows each program description.

Title I, Part A – Disadvantaged Children

Districts may use the funds for the following Title I purposes for **Title I schools only**:

- School choice and supplemental educational services
- Parent involvement
- Professional development
- School extension programs (before school, after school, summer school and inter-session for Title I schools)
- Preschool programs

- If funds are allocated to Title I schools, the funds must be allocated in rank order by poverty.

Contact Diane Robertson, Jennifer Baker, Claude Christian, Debbie Hicks, Jaynae Laine, Charliese Lewis, Mary Marshall, Dawn Offutt, Robert Simpson, or Joe Whitworth for more specific details about Title I, Part A - (502)-564-3791.

Title II, Part D – Ed Tech

The Rural and Low-Income funds may be used to match the state technology funds (KETS funds) that districts receive since this is allowable with the Title II, Part D funds.

Contact Kim Duvall for more specific details about Title II, Part D - (502) 564-2020, Ext 240.

Title III – Language Instruction for Limited English Proficient and Immigrant Students

Districts and schools may use the funds for the following Title III purposes:

- To develop and implement new language instructional programs and academic content instruction programs;
- To carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
- To implement schoolwide or district wide programs restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction.

Title III must be used to:

- Increase the English language proficiency of students by providing high-quality language instruction programs based on scientifically based research;
- Provide high-quality professional development to classroom teachers, principals, administrators and other school or community-based organizations consistent with Kentucky's Job-embedded Professional Development Standards, requirements under ESEA, and section 3115(c).

Additional activities for Title III may include:

- Upgrading program objectives and effective instruction;
- Improving the instruction programs by identifying, acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures; providing tutorials and academic or vocational education and intensified instruction;
- Developing and implementing elementary school or secondary school language instruction educational programs coordinated with other programs;
- Improving the English language proficiency and academic achievement of the children; and
- Providing community programs, family literacy services, and parent outreach and training activities.

Contact Shelda Hale or Maureen Keithley for more specific details about Title III - (502) 564-2106.

Title IV, Part A – Safe and Drug-Free Schools and Communities

Title IV funds may be used for drug and violence prevention activities and activities that promote the health and well being of students in elementary and secondary schools.

Contact Nijel Clayton for more specific details about Title IV, Part A - (502) 564-3678.